DOCUMENT RESUME

ED 466 114 HE 035 032

TITLE	Critical Issue Bibliography (CRIB) Sheet: Creating a Multicultural Climate.
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2001-12-00
NOTE	10p.; For a related CRIB Sheet, see HE 035 031.
AVAILABLE FROM	For full text: http://www.eriche.org.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Cultural Awareness; Curriculum; Diversity (Faculty); *Diversity (Student); *Educational Environment; Higher Education; *Multicultural Education; Organization; Professional Development; Student Recruitment

ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on resources to help a higher education institution create a multicultural climate. Because creating a multicultural climate is a combination of many factors, this annotated bibliography describes resources on recruitment, retention, climate issues, teaching and curriculum, organizational values and structure, and faculty and staff development. The bibliography includes 38 references, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Creating a Multicultural Climate

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A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Creating A Multicultural Climate

Creating a multicultural environment is a priority for most college campuses. Many people conceptualize this issue purely in terms of numbers of students or faculty of color -- essentially recruitment. Others tend to focus on the curriculum and infusing a wider representation of perspectives. However, creating a multicultural environment is a combination of recruitment; retention; climate issues; pedagogy and curriculum; organizational values, culture, and structure; and faculty and staff development to name a few key components. Our multicultural CRIB sheet series provides resources in all of these key areas, with each CRIB sheet focusing on resources in a particular area. In this CRIB sheet, we explore the changes necessary to create a multicultural climate.

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EJ619994
Tatum, Beverly Daniel. (2000). The ABC Approach to Creating Climates of Engagement on Diverse Campuses. *Liberal Education, 86*, 4, 22-29.
American higher education increasingly deepens its commitment to campus diversity. Research indicates the advantages to all students of creating and sustaining diverse academic communities. Strategies for achieving optimal educational environments for learning include curricular and co-curricular initiatives in planning and implementation.

EJ622741
Smith, Daryl G., & Schonfeld, Natalie B.(2000). The benefits of diversity: What the research tells us. *About Campus, 5*, 5, 16-23.
Presents a comprehensive review of the research on diversity and its impact on students. Summarizes the findings of research in relation to four dimensions of diversity: access and success of underrepresented students; campus climate and intergroup relations; education and scholarship; and institutional viability.

ED444409
Maruyama, Geoffrey, Moreno, Jose F., Gudeman, Roxane Harvey, & Marin, Patricia. (2000). *Does diversity make a difference? Three research studies on diversity in college classrooms.*
This report contains three studies on diversity in college classrooms. Following a review of the historical background in the introduction, the review splits into three parts: Part

One, "University Faculty Views about the Value of Diversity on Campus and in the Classroom," Part Two, "College Missions, Faculty Teaching, and Student Outcomes in a Context of Low Diversity," and Part Three, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms."

ED435291
Lowe, E.Y., Jr. (Ed.). (1999). *Promise and dilemma: Perspectives on racial diversity and higher education.* Princeton, NJ: Princeton University.
The essays and commentaries in this volume on racial diversity and higher education are grouped into three parts: (1) broad perspectives and a historical review of the complex history of the United States' effort to achieve racial diversity; (2) empirical studies of the extent of racial disparities in academic preparation and performance; and (3) considers racial diversity from a broad societal viewpoint.

ED434609
Rodriquez, E.M. (1999). *Diversity in higher education. An action agenda for the states.* Denver, CO: State Higher Education Executive Officers.
This monograph summarizes discussions focusing on postsecondary diversity at two regional meetings attended by senior representatives of 22 state higher education agencies. The meetings addressed the effects of recent challenges to affirmative action and discussed the actions institutions are taking or are contemplating in the face of these challenges.

EJ591440
Borden, V. M. H. (1999). The top 100: Interpreting the data. [Entire Issue]. *Black Issues in Higher Education, 16,* 10.
The sources and structure of data reported in the annual "Top 100" list of colleges and universities conferring the highest number of degrees to students of color are described, including the way in which various student categories are reported.

ED434594
Hubbard, E. (Ed.). (1998). *Best practices in institutional planning for diversity.* Boulder, CO: WICHE Publications.
This monograph derives from an Institute on Ethnic Diversity created by the Western Interstate Commission for Higher Education to help colleges and universities throughout the West strengthen their commitment to diversity.

ED430513
Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. *ERIC Digest.* Washington, DC: ERIC Clearinghouse on Higher Education.
This report examines ways in which learning and educational objectives can be maximized to achieve diversity while improving social and learning environments for students from different racial/ethnic backgrounds

EJ584119
Nejman, M. (1999, Apr). A student programmer's guide to developing multicultural activities at community colleges. *Campus Activities Programming, 31,* 8, 54-61.
This article outlines ten steps to success in multicultural campus activities.

EJ588150
Hurtado, S. (1999, Spring). Reaffirming educators' judgment: Educational value of diversity. *Liberal Education, 85,* 2, 24-31.
This report deals with creating conditions to maximize learning that occurs in an environment with a diverse student population.

ED424844
Tidball, M. Elizabeth, Smith, Daryl G., Tidball, Charles S., & Wolf-Wendel, Lisa E. (1999). *Taking women seriously: Lessons and legacies for educating the majority.* Washington, DC: American Council on Education.
This book looks at why women's colleges continue to produce graduates whose career achievement is significantly higher than that of peers educated in coeducational settings.

ED430440
(1998).*Diversity blueprint. A planning manual for colleges and universities.* Washington, DC: Association of American Colleges and Universities.
This guide uses the planning process at the University of Maryland, College Park, as an example of comprehensive campus-wide planning for institutional and programmatic diversity goals.

ED420266
Velasquez, Patrick. (1998). *Cultural activities and campus involvement.* Washington, DC: National Council of Educational Opportunity.
This monograph draws upon theories of student involvement and persistence to demonstrate how cultural activities can involve and serve to validate underrepresented groups on campus.

EJ568872
Jackson, Lisa R. (1998, Summer). The influence of both race and gender on the experiences of African American college women. *Review of Higher Education, 21,* 4, 359-75.
The report looks at differing African American women's self-concepts of race and gender and how they differ depending on their school's racial and gender composition.

EJ568880
Benitez, Margarita. (1998, Summer). Hispanic-serving institutions: Challenges and opportunities. *New Directions for Higher Education, 26,* 2, 57-68.
Reviews criteria used to define Hispanic-serving institutions in the United States and presents other distinguishing characteristics.

ED421057
Carter, Charles. (1998, April). *The moccasin on the other foot dilemma: Multicultural strategies at a historically black college.* Pennsylvania.
This study used participant observation, student interviews, reflective journals, and discussions with faculty members and administrators to examine multicultural aspects at a historically black college.

ED430423
Montez, J. M. (1998, Mar). Asian/Pacific American women in higher education administration: Doubly bound, doubly scarce. *Issues in Policy, 9.*
This policy brief examines the issue of Asian/Pacific American (APA) women in higher education administration.

ED423778
Humphreys, Debra. (1998). *Higher education, race & diversity: Views from the field.* Washington, DC: Association of American Colleges and Universities.
The four papers in this document address issues of higher education, race, and diversity.

EJ584021
Kezar, Adrianna J. (1999, Spring). The diverse campus: Broadening out ideal to incorporate all voices. *New Directions in Higher Education, 27*, 1, 25-34.
Looks at the ways colleges can benefit from a diverse population, support changes promoting diversity, and understand the potential disadvantages of technology and distance education.

EJ584058
Rankin, Sue. (1999, Spring). Queering campus: Understanding and transforming climate. *Metropolitan University, 9*, 4, 29-38.
Increasingly, homosexual members of the academic community are being subjected to physical and psychological harassment, discrimination, and violence that obstruct the achievement of their education and professional goals. Discussion of this phenomenon examines the importance of campus climate in providing an atmosphere conducive to maximizing knowledge creation, looks at the national climate for homosexuals on campus, proposes change strategies.

EJ582082
Cabrera, Alberto F., & Others. (1999, March/April). Campus racial climate and the adjustment of students to college: A comparison between White students and African American students. *Journal of Higher Education, 70*, 2, 134-160.
This study examined the impact of prejudice and discrimination on minority students' academic/intellectual development, social experiences, and institutional commitment.

EJ564153
Stern-LaRosa, Caryl M. (1998, April). Leading a campus diversity initiative. *Campus Activities Programming, 30*, 8, 63-67.

This article offers advice to campus programming specialists on leading a campus diversity initiative, and suggests examining one's own cultural biases and assumptions.

EJ561299
(1998, February 19). ACE adopts diversity statement. *Black Issues in Higher Education, 14*, 26, 32-33.
This text is the ACE's position statement on college and university student, faculty, and staff diversity. It examines the many educational values of diversity.

ED415825
Lee, Wynetta Y. (1997, November). *Transitioning from high school to college: Surviving a clash of education cultures.* Raleigh, NC: North Carolina State University.
This study examined the role of the North Carolina State University Transition Program in enhancing transition from high school of disadvantaged students and increasing their persistence to degree.

ED410813
Ratliff, Charles A., & Others.(1997, May). *State strategies to address diversity and enhance equity in higher education.* Denver, CO: Education Commission of the States.
This report includes three case studies that describe state-level efforts to address diversity and equity in postsecondary educational institutions.

ED411752
Sedlacek, William E., & Others. (1997). *The relationship between attitudes toward diversity and overall satisfaction of university students by race.* College Park, MD: University of Maryland, Counseling Center.
This study examined the relationship between perceptions of diversity to overall satisfaction in students at the University of Maryland at College Park. The results of this study are presented in this report.

EJ516443
Norman, Kay F., & Norman, James E. (1995, Winter). The synergy of minority student persistence and faculty renewal. *Innovative Higher Education, 20*, 2, 129-40.
A proposed strategy for colleges and universities to increase the academic persistence of minority group students begins with faculty renewal efforts that encourage faculty to question their cultural beliefs, examine how diversity affects teaching and learning, foster more collaborative classroom interactions, maintain high academic expectations, and acknowledge diverse learning styles and individual differences.

EJ508621
Montero, Janina. (1995, Spring/Summer). Safe space or separation? Mediating the tension. *Educational Record, 76*, 2-3, 37-40.
Discussion of diversity on college campuses examines ways in which institutions can address the separation of groups on campus and resulting dissention. Nine recommendations are made for mediating the dissention, including study of campus climate, administrative flexibility, better understanding of the groups and dynamics

involved, reestablishment of leadership priorities, encouragement of trust, promotion of dialogue, and inter-institutional communication.

ED404900
Grayson, J. Paul. (1994). *A characterization of areas of racial tension among first year students: A focus group follow-up to a large survey.* Toronto, Ontario: Institute for Social Research.
This study looked at the racial tensions and attitudes of first year students at York University in Ontario. The study also looked at self-assessment and the first year experience as it differed by race and ethnicity.

ED381066
Adams, Howard G. (1994, September). *Creating a campus climate that supports academic excellence.* Notre Dame, IN: National Consortium for Graduate Degrees for Minorities in Engineering and Mathematics, Inc.
This paper discusses the campus climate as a critical element in the academic development of college students, with emphasis on minority and women students pursuing engineering and other technical degrees.

EJ505359
Edgert, Penny. (1994, Spring). Assessing campus climate: Implications for diversity. *New Directions for Institutional Research, 81*, 51-62.
Theme issue: "Studying Diversity in Higher Education." It is proposed that a better understanding of campus climate may be a critical element in enhancing college and university diversity. Methodological issues associated with this form of institutional research are examined, and studies undertaken at Stanford University (California), the University of California at Berkeley, and the University of California at Los Angeles are described as illustrations.

EJ477873
Brown, Charles L. (1993, Winter). Multicultural programs: A campus assessment by employees and students. *CUPA Journal. 44*, 4, 1-7.
A survey of staff, faculty, students, and administrators at one southern university investigated attitudes concerning introduction of an intercultural awareness program in student affairs. Widespread support for the program was found, with most pointing to the college president as having a primary leadership role.

EJ461457
Johnsrud, Linda K. (1993, Spring). Women and minority faculty experiences: Defining and responding to diverse realities. *New Directions for Teaching and Learning, 53*, 3-16.
Theme Issue: Building a Diverse Faculty. Based on a review of recent literature, demographic patterns and trends of female and minority college faculty are outlined and faculty perceptions of their experiences in academe are described. Three propositions concerning incentives, rewards, and college climate are offered for institutions striving to enhance and support a diverse faculty.

EJ459821
Tierney, William G. (1992, November/December). Cultural leadership and the search for community. *Liberal Education, 78*, 5, 16-21.
Four strategies that college leaders can use to encourage a sense of community are offered. The strategies, focusing on the campus culture, involve allowing conflict to be heard and examined, emphasizing cultural rather than managerial leadership, honoring differences, and creating awareness of differences in others.

EJ454590
Hurtado, Sylvia. (1992, September/October). The campus racial climate: Contexts of conflict. *Journal of Higher Education, 63*, 5, 539-69.
An examination of data from several studies investigated White (n=1,825), African-American (n=328), and Chicano (n=340) college student perceptions of campus racial climate and institutional commitment to cultural diversity. Student demographic variables were considered. Results indicated common and distinct views concerning the environment types associated with racial tension.

ED330275
Jolly, E. Ann, & May, Dennis H. (1990). *Suggestions for assessment of the campus racial/ethnic climate: A coordinated campus self-study*. Paper presented at the Annual Meeting of the American Psychological Association, Boston, MA.
This paper is a proposal to the University of Illinois at Urbana-Champaign on ways to evaluate its environment for multicultural living and education.

ED322244
Richardson, Richard C. (1989, October). *Institutional climate and minority achievement*. Denver, CO: Education Commission of the States.
This paper discusses ways that institutions can change the higher education system and environment to accommodate more minority students.

EJ467276
Good, R. T. III. Programming to meet the needs of the lesbigay community. *Campus Activities Programming, 26*, 2, 40-44.
Discussion of college student activities planning to meet needs of gay and lesbian students focuses on the need to create a campus climate of tolerance and appreciation. A model for development of gay self-acceptance is outlined, and considerations in hiring performers, and facilitating clubs and organizations are examined.

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